





**National
Assessment
of Educational
Progress**

TM

Admin Schedule Line # _____ from Session # _____

**2007
Grade 4**

SECTION

1	R10
2	R8
3	D1
4	RB1

**BOOK
R016**

School and Teacher Information

SCHOOL #

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TEACHER #

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**Admin
Code
(Col. P)**

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**Total Time For
Accommodation
(74 - EXT)**

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**ADDITIONAL ACCOMMODATIONS
OFFERED**

(Code All That Apply)

- ☐ No Additional Accom.
- ☐ 71 - BIB
- ☐ 72 - BID
- ☐ 73 - LRG
- ☐ 74 - EXT
- ☐ 75 - REA
- ☐ 76 - SMG
- ☐ 77 - ONE
- ☐ 78 - SCR
- ☐ 79 - OTH
- ☐ 80 - BRK
- ☐ 81 - MAG
- ☐ 82 - SSA

DO NOT USE

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

PLACE LABEL HERE

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National Assessment of Educational Progress

2007 Sample Questions Booklet

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About This Sample Questions Booklet

On behalf of the National Assessment of Educational Progress (NAEP), I want to thank you for your participation in this essential measure of student achievement in America. NAEP tells us what students in our country know and can do. In the coming year, fourth-, eighth- and twelfth-graders will participate in NAEP. Fourth-graders will participate in tests for reading and mathematics.

Assessments require about 90 minutes of a student's time, and each student answers questions in only one subject. The test booklet contains 50 minutes of test questions and a brief section of background questions.

NAEP is voluntary and confidential. Answers to all student questions are confidential, and before the materials leave the school, student names are removed from all assessment materials. Individual student scores are not reported.

Results of the mathematics and reading assessments will be released in *The Nation's Report Card*[™] in the fall of 2007. Assessment results are widely discussed in the press and are used by policymakers, educators, and researchers to make decisions about education policy and funding.

The usefulness of the national assessment results increases when parents, educators, and policymakers are able to study the proficiencies (or scores) along with information about student experience, the school environment, and opportunities for students to learn. Included in this booklet are all of the general student background questions for reading and mathematics. The student background questions provide educators and policymakers with valuable insight into the conditions and factors that influence student learning so that decision can be made that may maximize achievement for all students. Also included in this booklet are sample questions and selected responses to help give you a better understanding of what the assessment is like.

If you have any questions or comments regarding NAEP or would like to view previous Nation's Report Cards, please visit the NAEP web site at <http://nces.ed.gov/nationsreportcard>. Also available through the website is a Questions Tool (<http://nces.ed.gov/nationsreportcard/itmrls>) which will allow you to review additional sample questions with sample answers.

Peggy G. Carr, Associate Commissioner
Education Assessment
National Center for Education Statistics

NAEP is administered by NCES, a principal component of the U.S. Department of Education's Institute of Education Sciences. Policy for the assessment, including its content and standards, is set by the independent, bipartisan National Assessment Governing Board (www.nagb.org).



The Mathematics Assessment

The NAEP mathematics assessment measures students’ ability to solve problems in five mathematics content strands: Number Properties and Operations; Measurement; Geometry; Data Analysis and Probability; and Algebra. Within each of these five content strands, students are asked questions that involve low, moderate, and high mathematical complexity.

The NAEP mathematics assessment includes multiple-choice questions, short-answer constructed-response questions, and extended constructed-response questions. The extended exercises allow students to communicate their ideas and demonstrate the reasoning they used to solve problems. The short-answer and extended-response questions make up approximately 50 percent of student assessment time. The assessment also incorporates the use of calculators, rulers, and ancillary materials such as spinners and geometric shapes in some parts of the assessment, but not all.

Calculator use is permitted on approximately one-third of the test questions (four-function calculators at Grade 4). NAEP provides calculators for all students. For more information regarding the mathematics assessment framework please visit <http://nagb.org>.

NAEP Mathematics Framework
Distribution of Questions Across Content Strands

Number Properties and Operations	40%
Measurement	20%
Geometry	15%
Data Analysis and Probability	10%
Algebra	15%



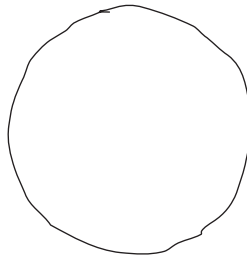
Mathematics Booklet Directions

This assessment uses many different booklets. Each booklet has different questions. Do not worry if the person next to you is working on questions that do not look like those you are working on.

Read each question carefully and answer it as well as you can. Do not spend too much time on any one question.

For some of the questions you may need to write or draw the answer. You can see how this is done in the example below.

Draw a circle in the space below.



You may be given a calculator to use for at least one part of your booklet. If you are given a calculator, you will have to decide when to use it in each section where its use is permitted. For some questions using the calculator is helpful, but for other questions the calculator may not be helpful. After each question you will be asked to indicate whether you used the calculator.

When you receive the calculator, make sure you know how to use it. There are instructions on the back cover of this booklet to help you. If the calculator does not work or if you do not know how to use it, raise your hand and ask for help.

REMEMBER:

Read each question CAREFULLY.

Fill in only ONE OVAL for each question or write your answer in the space provided.

If you change your answer, ERASE your first answer COMPLETELY.

CHECK OVER your work if you finish a section early.

Do not go past the  sign at the end of each section until you are told to do so.



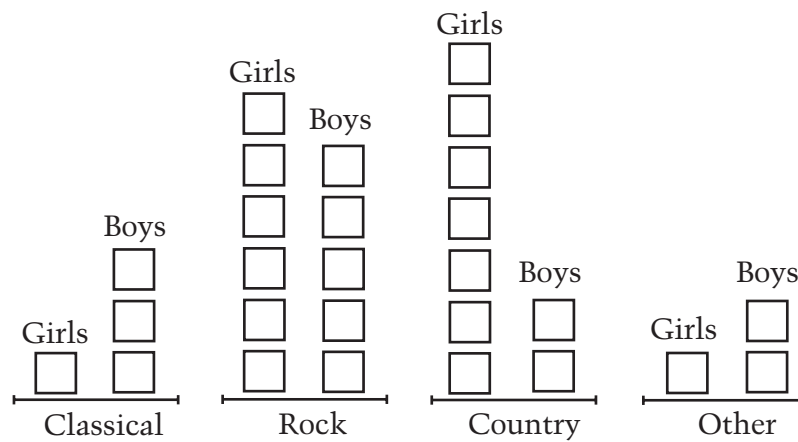


Sample Mathematics Questions

Grade 4

1. Each boy and girl in the class voted for his or her favorite kind of music. Here are the results.

☐ = 1 student



Which kind of music did most students in the class prefer?

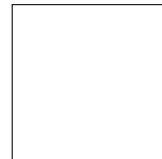
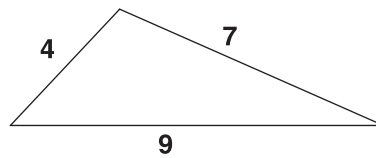
- ☐ Ⓐ Classical
- ☒ Ⓑ Rock
- ☐ Ⓒ Country
- ☐ Ⓓ Other

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2. Sam can purchase his lunch at school. Each day he wants to have juice that costs 50¢, a sandwich that costs 90¢, and fruit that costs 35¢. His mother has only \$1.00 bills. What is the least number of \$1.00 bills that his mother should give him so he will have enough money to buy lunch for 5 days?



3. If both the square and the triangle above have the same perimeter, what is the length of each side of the square?

- ☐ A 4
- ☒ B 5
- ☐ C 6
- ☐ D 7



The Reading Assessment

The NAEP reading assessment measures students’ ability to understand, to interpret, and to think critically about different types of texts. Recognizing that readers vary their approach according to the demands of different types of text, the NAEP framework specifies the assessment of reading in three contexts: reading for literary experience, reading to gain information, and reading to perform a task. (Reading to perform a task is not assessed at Grade 4.) The assessment includes reading materials selected from publications and other resources typically available to students in and out of school.

Across the three contexts for reading, students are asked to demonstrate their understanding by responding to comprehension questions that reflect four different approaches to understanding text. The NAEP framework accounts for these different approaches by specifying four aspects of reading that represent the types of comprehension questions asked of students. Forming a general understanding questions ask students to consider the text as a whole. Developing an interpretation questions ask students to identify connections and relationships within the text. Making reader/text connections questions ask students to connect information from the text with prior knowledge and experience. Examining content and structure questions ask students to critically evaluate the content, organization, and form of the text. All four aspects of reading are assessed at all three grades within the contexts for reading described above.

The NAEP reading assessment contains multiple-choice questions, as well as short and extended constructed-response questions. Students spend approximately 50 to 60 percent of their assessment time providing written answers to constructed-response questions. For more information regarding the reading assessment framework please visit <http://nagb.org>.

NAEP Reading Framework Distribution of Question Pool Across Contexts

	Grade 4
Reading for Literary Experience	55%
Reading to Gain Information	45%
Reading to Perform a Task	Not assessed



Reading Booklet Directions

In each of the next two sections, you will have 25 minutes to read a story, an article, or a document and answer questions about it. You should think carefully about your answers, and you should use the entire 25 minutes to complete each section.

You will be asked to respond to three different types of questions. Some of the questions will require you to choose the best answer and fill in the oval for that answer in your booklet.

For other questions, you will be asked to write short answers on the blank lines provided in your booklet. Here is an example of a question that requires you to provide a short answer.

Example 1

Give an example from the article that shows Mandy was not a quitter.

One example is that Mandy's mother didn't want her to umpire in public, but Mandy persuaded her mother to let her.

GO ON TO THE NEXT PAGE



Also, you may be asked to answer other questions by writing longer, more detailed responses on a full page of blank lines. For example, here is a question that requires you to provide a longer answer.

Example 2

Explain how Mandy's mother and brother helped Mandy to become the first woman umpire.

Mandy's mother helped her by agreeing to let her umpire at a public ball game. Mandy did so well that the team offered her a job as umpire. Mandy's brother helped her by letting her play baseball with him. He also helped Mandy to persuade their mother to let her play in public.

When you are asked to write your response be sure that your handwriting is clear. Think carefully about each question and make your answers as complete as possible, using as many lines as you need.

You may go back to the story, article, or document when answering any of the questions. If you finish before time is called, be sure to read your work again and change anything that you think will make your answers better.





Sample Reading Questions

Grade 4



WATCH OUT FOR WOMBATS!

AS WE RODE ALONG THE HIGHWAY sixty miles northeast of Adelaide, Australia, a diamond-shaped sign suddenly loomed ahead. *Watch Out for Wombats*, it warned. We peered into the sparse scrub along the roadside and searched for the brown furry animals. In the distance we spotted a mob of red kangaroos bouncing out of sight, and near the road a crowlike bird called a currawong was perched, but nowhere did we see any wombats. However, we later found out that this was not surprising because we were traveling during midday, and wombats are active mostly at night. It wasn't until we visited the animal reserve that we finally saw our first wombat and learned more about this funny-looking creature.

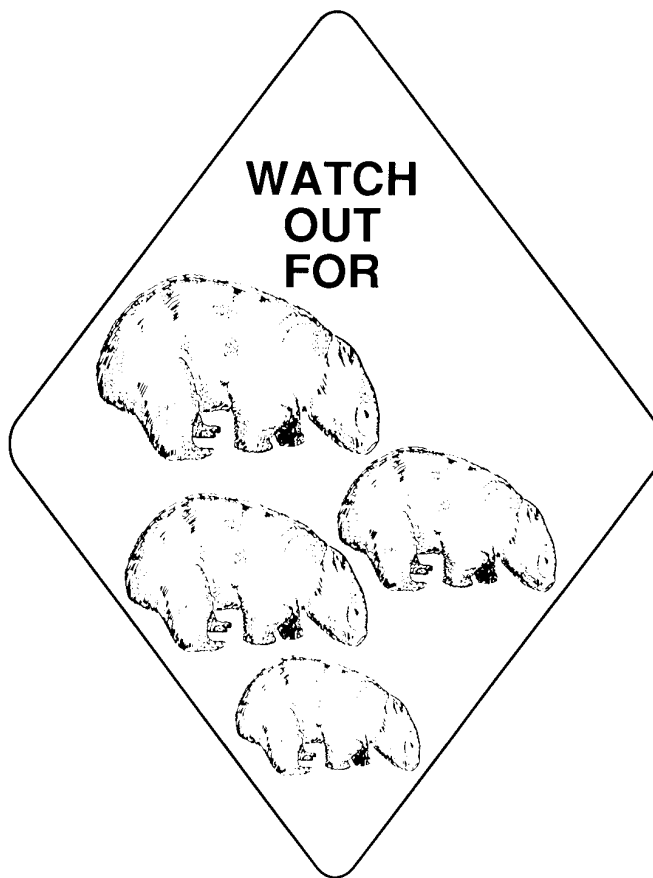
We found that there are two types of wombats in Australia: the hairy-nosed wombat, which lives in Queensland and South Australia, and the coarse-haired wombat, which lives along the southeast coast. Both have soft brown fur, short ears, and thick-set bodies. They are said to resemble North American badgers. The hairy-nosed wombat is smaller and has pointier ears compared to its coarse-haired cousin; otherwise they are very much alike.

In many ways the wombat is similar to another Australian native, the koala. Like koalas, wombats have strong forelimbs and powerful claws. But instead of using its claws to cling to high tree branches as the koala does, the wombat digs large

Caroline Arnold

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underground burrows. These burrows are usually nine to fifteen feet across, but they can be enormous—sometimes as long as ninety feet. One end of the burrow is used as a sleeping area—there the wombat builds a nest made of bark.

The wombat is a vegetarian, so it also uses its mighty claws to tear up grasses and roots for its food. A mother wombat will pull out single stems of grass and lay them on the ground so her young wombat can eat the tender bases. The wombat's teeth, which grow throughout its

life, are sharp and ideal for cutting and tearing.

When a mother wombat gives birth, she never has to worry about finding a baby-sitter—she simply carries her baby along with her. Like most mammals in Australia, wombats are marsupials. A baby wombat is born at a very early stage of development and lives in its mother's pouch until it is old enough to survive on its own.

Wombats have only one baby at a time, usually during the Australian winter months, May to July. A baby wombat is called a joey. At birth the

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tiny joey—barely an inch long—uses its forelimbs to pull itself along its mother's underside to get into her pouch, where it will be kept warm, protected, and fed.

Marsupials, like all mammals, are nourished by their mothers' milk. The nipples that supply the milk are inside the pouch. Once inside, the wombat joey finds a nipple and grabs it. The nipple then swells up in the baby's mouth, providing a firm hold and a steady supply of food. The joey stays in its mother's pouch for the next four months and grows rapidly.

Most marsupials have pouches which open upward when the animal is standing. However, both koalas and wombats have pouches which face downwards. A strong muscle keeps the pouch tightly closed and

prevents the young wombat or koala from falling out. An advantage of the downward-opening pouch for wombats is that dirt is less likely to get inside when the wombat is burrowing.

The wombat is a shy and gentle animal. But even if you lived in Australia and were willing to keep watch during the nighttime hours, it would be difficult to get to know one. As more and more people move into territories in which wombats live, they destroy the wombat's burrows and food supplies. In some areas where the wombat was once plentiful, it is now almost extinct. Animal reserves have been set up recently to protect the wombat. Perhaps with a little help these friendly creatures will again prosper and multiply. The next time we drive through Australia, we really may have to *Watch Out for Wombats!*

W0000001

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1. This article mostly describes how

- ☒ the wombat's special body parts help it to grow and live
- ☐ highway signs help to save the wombat
- ☐ the wombat is like the koala and the North American badger
- ☐ wombats feed and raise their young

WO000002

2. Where do wombats live?

- ☐ North America
- ☐ Greenland
- ☒ Australia
- ☐ Africa

WO000004

3. Describe one way in which wombats and koalas are similar and one way in which they are different.

WO000005

Similar

They both have strong forelimbs and powerful claws.

Different

The koala climbs trees and wombats dig holes.

GO ON TO THE NEXT PAGE



4. Use the information in this passage to describe marsupials.

WO000006

5. Where do wombats usually live?

- ☐ Ⓐ Along highways
- ☐ Ⓑ Inside tree trunks
- ☐ Ⓒ On high tree branches
- ☒ Ⓓ In underground burrows

WO000007

6. Choose an animal, other than a koala, that you know about and compare it to the wombat.

WO000008

**GO ON TO THE NEXT PAGE**



7. Why are wombats not often seen by people?

- ☐ Ⓐ Wombats look too much like koalas.
- ☒ Ⓑ Wombats usually are active at night.
- ☐ Ⓒ There are not enough wombat-crossing signs.
- ☐ Ⓓ Wombats are difficult to see in trees.

WO000009

8. Describe the sleeping area of wombats.

WO000011

9. To get food, the wombat uses its

- ☐ Ⓐ nose
- ☐ Ⓑ ears
- ☒ Ⓒ claws
- ☐ Ⓓ pouch

WO000012

GO ON TO THE NEXT PAGE





10. What would a wombat probably do if it met a person?

- ☐ Ⓐ Try to attack the person.
- ☒ Ⓑ Run away from the person.
- ☐ Ⓒ Growl at the person.
- ☐ Ⓓ Beg for food from the person.

WO000013

11. Why has Australia set up animal reserves to protect the wombat?

WO000014

12. Give two reasons why people should not have wombats as pets. Use what you learned in the passage to support your answer.

WO000015





Student Background Questionnaire

General Directions for Grade 4

In the next two sections, you will be asked questions about yourself and your education. We will read the first section together. To answer these questions, fill in the oval beside the answer that is true for you. For example, fill in the oval beside your answer to this question:

How many movies did you see last month on television and in movie theaters?

- ☐ Ⓐ None
- ☐ Ⓑ 1 to 5
- ☐ Ⓒ 6 to 10
- ☐ Ⓓ More than 10

You should have filled in the oval beside the answer that best tells how many movies you saw last month on television and in movie theaters. On questions like this, be sure to make your answer mark clear and dark in the oval. If you make a mistake or want to change your answer, be sure to completely erase any unwanted marks.

You will be told when it is time to begin and end each section.

Do not go past the  sign at the end of each section until you are told to do so.

If you finish before time is called, go back and check your work on that section only. Use your time carefully. Do as much as you can in each section.





Student Background Questionnaire

In this section, please tell us about yourself and your family. The section has 11 questions. Mark your answers in your booklet.

VB331330

1. Are you Hispanic or Latino? Fill in **one** or **more ovals**.

- ☐ Ⓐ No, I am not Hispanic or Latino.
- ☐ Ⓑ Yes, I am Mexican, Mexican American, or Chicano.
- ☐ Ⓒ Yes, I am Puerto Rican or Puerto Rican American.
- ☐ Ⓓ Yes, I am Cuban or Cuban American.
- ☐ Ⓔ Yes, I am from some other Hispanic or Latino background.

VB331331

2. Which of the following best describes you? Fill in **one** or **more ovals**.

- ☐ Ⓐ White
- ☐ Ⓑ Black or African American
- ☐ Ⓒ Asian
- ☐ Ⓓ American Indian or Alaska Native
- ☐ Ⓔ Native Hawaiian or other Pacific Islander

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For the rest of the questions in this section, fill in only **one** oval for each question.

VB331333

3. Does your family get a newspaper at least four times a week?

☐ A Yes
☐ B No
☐ C I don't know.

VB331337

7. Is there an encyclopedia in your home? It could be a set of books, or it could be on the computer.

☐ A Yes
☐ B No
☐ C I don't know.

VB331334

4. Does your family get any magazines regularly?

☐ A Yes
☐ B No
☐ C I don't know.

TB001101

8. About how many pages a day do you have to read in school and for homework?

☐ A 5 or fewer
☐ B 6–10
☐ C 11–15
☐ D 16–20
☐ E More than 20

VB331335

5. About how many books are there in your home?

☐ A Few (0–10)
☐ B Enough to fill one shelf (11–25)
☐ C Enough to fill one bookcase (26–100)
☐ D Enough to fill several bookcases (more than 100)

VB331339

9. How often do you talk about things you have studied in school with someone in your family?

☐ A Never or hardly ever
☐ B Once every few weeks
☐ C About once a week
☐ D Two or three times a week
☐ E Every day

VB331336

6. Is there a computer at home that you use?

☐ A Yes
☐ B No

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VB331447

10. How many days were you absent from school in the last month?

- Ⓐ None
- Ⓑ 1 or 2 days
- Ⓒ 3 or 4 days
- Ⓓ 5 to 10 days
- Ⓔ More than 10 days

VB331451

11. How often do people in your home talk to each other in a language other than English?

- Ⓐ Never
- Ⓑ Once in a while
- Ⓒ About half of the time
- Ⓓ All or most of the time





Student Background Questionnaire

Mathematics—Grade 4

This section has 9 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

VB525162

1. How often do you use a computer for math at school?

☐ Ⓐ Never or hardly ever

☐ Ⓑ Once every few weeks

☐ Ⓒ About once a week

☐ Ⓓ Two or three times a week

☐ Ⓔ Every day or almost every day

Questions 2–5. For the following questions, think about all the times you do things for math. Include things you do at home, at school, or anywhere else.

VB525166

2. Do you use a computer to practice or drill on math?

☐ Ⓐ Yes

☐ Ⓑ No

VB525172

3. Do you use a computer to play math games?

☐ Ⓐ Yes

☐ Ⓑ No

VB525174

4. What kind of **calculator** do you normally use?

☐ Ⓐ I don't have a calculator.

☐ Ⓑ Regular calculator (addition, subtraction, multiplication, division)

☐ Ⓒ Graphing calculator

VB517158

5. When you take a math test or quiz, how often do you use a calculator?

☐ Ⓐ Never

☐ Ⓑ Sometimes

☐ Ⓒ Always

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VC180837

6. How often do you feel the following way in your math class? Fill in **one** oval on each line.

	Never or hardly ever	Sometimes	Almost always
a. The math work is too hard.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
b. I have done a good job on my homework.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
c. I have done a good job in class.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
d. The math work is too easy.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
e. I like what we do in math class.	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C

VB595182

7. How hard was this test compared to most other tests you have taken this year in school?

☐ A Easier than other tests
☐ B About as hard as other tests
☐ C Harder than other tests
☐ D Much harder than other tests

VB595184

9. How important was it to you to do well on this test?

☐ A Not very important
☐ B Somewhat important
☐ C Important
☐ D Very important

VC034559

8. How hard did you try on this test compared to how hard you tried on most other tests you have taken this year in school?

☐ A Not as hard as on other tests
☐ B About as hard as on other tests
☐ C Harder than on other tests
☐ D Much harder than on other tests





Student Background Questionnaire

Reading—Grade 4

This section has 25 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

Questions 1–4. The following questions are about reading and writing. For each question, please mark the answer that best describes you.

VB345686

1. When I read books, I learn a lot.

- ☐ Ⓐ This is not like me.
- ☐ Ⓑ This is a little like me.
- ☐ Ⓒ This is a lot like me.

VB345687

2. Reading is one of my favorite activities.

- ☐ Ⓐ This is not like me.
- ☐ Ⓑ This is a little like me.
- ☐ Ⓒ This is a lot like me.

VB345688

3. Writing things like stories or letters is one of my favorite activities.

- ☐ Ⓐ This is not like me.
- ☐ Ⓑ This is a little like me.
- ☐ Ⓒ This is a lot like me.

VB345689

4. Writing helps me share my ideas.

- ☐ Ⓐ This is not like me.
- ☐ Ⓑ This is a little like me.
- ☐ Ⓒ This is a lot like me.

VB345692

5. How often do you read for fun on your own time?

- ☐ Ⓐ Never or hardly ever
- ☐ Ⓑ Once or twice a month
- ☐ Ⓒ Once or twice a week
- ☐ Ⓓ Almost every day

VB345693

6. How often do you talk with your friends or family about something you have read?

- ☐ Ⓐ Never or hardly ever
- ☐ Ⓑ Once or twice a month
- ☐ Ⓒ Once or twice a week
- ☐ Ⓓ Almost every day

VB345696

7. How often do you write e-mails to your friends or family?

- ☐ Ⓐ Never or hardly ever
- ☐ Ⓑ Once or twice a month
- ☐ Ⓒ Once or twice a week
- ☐ Ⓓ Almost every day

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VB345699

8. How often do you read stories or poems for fun outside of school?

- Ⓐ Never or hardly ever
- Ⓑ A few times a year
- Ⓒ Once or twice a month
- Ⓓ At least once a week

VB345700

9. How often do you read to learn about real things (such as facts about dinosaurs or other countries) for fun outside of school?

- Ⓐ Never or hardly ever
- Ⓑ A few times a year
- Ⓒ Once or twice a month
- Ⓓ At least once a week

VB345701

10. How often do you read stories or articles that you find on the Internet for fun outside of school?

- Ⓐ Never or hardly ever
- Ⓑ A few times a year
- Ⓒ Once or twice a month
- Ⓓ At least once a week

VB345703

11. For school this year, how often do you have a class discussion about something that the class has read?

- Ⓐ Never or hardly ever
- Ⓑ A few times a year
- Ⓒ Once or twice a month
- Ⓓ At least once a week

VB345704

12. For school this year, how often do you work in pairs or small groups to talk about something that you have read?

- Ⓐ Never or hardly ever
- Ⓑ A few times a year
- Ⓒ Once or twice a month
- Ⓓ At least once a week

VB345705

13. For school this year, how often do you write in a journal about something that you have read for class?

- Ⓐ Never or hardly ever
- Ⓑ A few times a year
- Ⓒ Once or twice a month
- Ⓓ At least once a week

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VB345707

14. So far this year, how many times have you written a book report?

☐ Ⓐ Never

☐ Ⓑ Once

☐ Ⓒ 2 or 3 times

☐ Ⓓ 4 or 5 times

☐ Ⓔ 6 or more times

VB345715

17. For school this year, how often have you been asked to write long answers to questions on tests or assignments that involved reading?

☐ Ⓐ Never

☐ Ⓑ Once or twice this year

☐ Ⓒ Once or twice a month

☐ Ⓓ At least once a week

VB345708

15. So far this year, how many times have you made a presentation to the class about something that you have read?

☐ Ⓐ Never

☐ Ⓑ Once

☐ Ⓒ 2 or 3 times

☐ Ⓓ 4 or 5 times

☐ Ⓔ 6 or more times

VB429518

18. When you have reading assignments in school, how often does your teacher give you time to read books you have chosen yourself?

☐ Ⓐ Never or hardly ever

☐ Ⓑ Once or twice a month

☐ Ⓒ Once or twice a week

☐ Ⓓ Almost every day

VB345709

16. So far this year, how many times have you done a school project about something that you have read (for example, written a play, created a poster)?

☐ Ⓐ Never

☐ Ⓑ Once

☐ Ⓒ 2 or 3 times

☐ Ⓓ 4 or 5 times

☐ Ⓔ 6 or more times

GO ON TO THE NEXT PAGE



Questions 19–22. The following four questions ask about the subjects that you study in school this year.

VB345711

19. How often do you read paperbacks, softcover books, or magazines for **reading**?

☐ Ⓐ Never or hardly ever

☐ Ⓑ A few times a year

☐ Ⓒ Once or twice a month

☐ Ⓓ At least once a week

VB345713

21. How often do you read paperbacks, softcover books, or magazines for **social studies or history**?

☐ Ⓐ Never or hardly ever

☐ Ⓑ A few times a year

☐ Ⓒ Once or twice a month

☐ Ⓓ At least once a week

VB345712

20. How often do you read paperbacks, softcover books, puzzle books, or magazines for **science**?

☐ Ⓐ Never or hardly ever

☐ Ⓑ A few times a year

☐ Ⓒ Once or twice a month

☐ Ⓓ At least once a week

VB345714

22. How often do you read paperbacks, softcover books, puzzle books, or magazines for **math**?

☐ Ⓐ Never or hardly ever

☐ Ⓑ A few times a year

☐ Ⓒ Once or twice a month

☐ Ⓓ At least once a week

GO ON TO THE NEXT PAGE



VB595182

23. How hard was this test compared to most other tests you have taken this year in school?

- ☐ Ⓐ Easier than other tests
- ☐ Ⓑ About as hard as other tests
- ☐ Ⓒ Harder than other tests
- ☐ Ⓓ Much harder than other tests

VC034559

24. How hard did you try on this test compared to how hard you tried on most other tests you have taken this year in school?

- ☐ Ⓐ Not as hard as on other tests
- ☐ Ⓑ About as hard as on other tests
- ☐ Ⓒ Harder than on other tests
- ☐ Ⓓ Much harder than on other tests

VB595184

25. How important was it to you to do well on this test?

- ☐ Ⓐ Not very important
- ☐ Ⓑ Somewhat important
- ☐ Ⓒ Important
- ☐ Ⓓ Very important



NAEP Questions Tool Tutorial

Introduction

After every assessment cycle, NAEP releases a portion of the main assessment to the public. The NAEP Questions Tool allows users to view those questions, as well as their associated scoring guides, keys, classification information, performance data, student group data, and actual student responses (for constructed-response questions only). The purpose of the tool is to provide teachers, researchers, and educators greater access to NAEP assessment exercises.

The tool also allows users to print selected questions and all their relevant information.

How to Access

The direct URL to NAEP Questions is <http://nces.ed.gov/nationsreportcard/itmrls> or click **NAEP Questions** on the Nation's Report Card home page.

How do I search for specific questions?

1. First, click on **Search Options** on the first screen.

A blue rectangular button with the text "Search Options" in white.

... to begin using the NAEP Questions Tool.

2. Next, select your question search option (Quick, Advanced, or Search by Block) and click on **Search** or **Continue**. Note that each search option provides a different way of searching for questions.

Quick Search

Search for questions by subject and grade.

Select a subject Select a grade (default to All) (optional)

Search

Advanced Search

Within a subject, search for questions by grade, content classification, question type, difficulty, and other subject-specific variables.

Select a subject

Continue...

Search by Block

Within a subject, search for a specific "block" or "booklet" of questions that were administered to students who participated in the NAEP assessment.

Select a subject Select a grade (default to All) (optional)

Continue...

3. Questions that match your search criteria will be listed on the next screen. You can then click on any question to view it.

New Search

To Print Folder: Empty [Add All Questions](#) | [Remove All Questions](#)

20 results returned for:

Subject: **Writing** [[Subject Info](#)] Grade: **All**

	Subject	Grade	Description	Year/Block	No.	In Folder
1	Writing	4	Describe very unusual day	2002-4W5	1	<input type="checkbox"/>
2	Writing	4	Describe lunchtime	2002-4W17	1	<input type="checkbox"/>
3	Writing	4	Convince the school librarian	2002-4W21	1	<input type="checkbox"/>
4	Writing	8	Your first day as president	2002-8W4	1	<input type="checkbox"/>
5	Writing	8	Which book would you save?	2002-8W16	1	<input type="checkbox"/>
6	Writing	8	Support a school schedule	2002-8W20	1	<input type="checkbox"/>
7	Writing	12	Create a tall tale	2002-12W3	1	<input type="checkbox"/>
8	Writing	12	Which book would you save?	2002-12W14	1	<input type="checkbox"/>
9	Writing	12	Who are the heroes of today?	2002-12W20	1	<input type="checkbox"/>
10	Writing	4	Write a story about a castle	1998-4W6	1	<input type="checkbox"/>
11	Writing	4	Describe a favorite object	1998-4W17	1	<input type="checkbox"/>

Some NAEP questions are given to students at more than one grade level. These cross-grade questions are referred to as, for example, 4(8) or 8(4), where the first number refers to the focal grade—the grade level/assessment from which the question and related material was drawn—and the second number (the number in parentheses) refers to the other grade level in which the question was also given.

Three Ways to Search for Questions

There are three ways to search for questions:

- quick search,
- advanced search, or
- search by block.

Quick Search

Select a subject and grade by using the pull-down menus.

Quick Search

Search for questions by subject and grade.

(optional)

Using Quick Search, you can search for questions by subject and grade. You must choose a subject but, if you do not choose a grade, you will view questions from all grades. When you have chosen a subject or subject and grade, click on **Search**.

Advanced Search

Within a subject, you can search for questions by grade, content classification, question type, difficulty, and other subject-specific variables using **Advanced Search**. First, you must choose a subject and click on **Continue**.

Advanced Search
Within a subject, search for questions by grade, content classification, question type, difficulty, and other subject-specific variables.

Select a subject

Continue...

Next, select your advanced search criteria. Note that options will differ depending on the subjects you choose.

Question difficulty is determined as follows: For multiple-choice and dichotomously scored (right-wrong) items, easy questions are those with scores greater than 60 percent, medium questions are those with scores greater than or equal to 40 percent and less than 60 percent, and hard questions are those with scores less than 40 percent. For constructed-response questions, separate weights are assigned to each score category.

When you are finished, click on **Search**.

Advanced Search Options

Subject	Reading
Grade	All
Contexts for Reading	All
Question Type	All
Aspects of Reading	All
Question Difficulty	All
Search	

Search by Block

If you have a specific “block” of questions you want to view (a “block” refers to the group of questions administered to students in a test booklet), you may use this search feature. Select a subject and then a grade. Select **Continue** to see the results of your search.

Search by Block
Within a subject, search for a specific “block” or “booklet” of questions that were administered to students who participated in the NAEP assessment.

Select a subject Select a grade (default to All) (optional)


Continue...

How do I print a question or group of questions?

The NAEP Questions Tool allows users to customize and print NAEP questions. After selecting and saving questions in the **Print Folder**, you can change the question order, delete questions and decide what information you wish to print along with the questions (e.g., scoring guides, content classifications).

Selecting Questions

Select questions to be added to the print document by clicking on the check boxes in the **In Folder** column on the **Search Results** screen. A red check mark appears on each selected check box.

Note: As the check boxes are marked, the number of items in the **Print Folder** is NOT updated. To update the displayed information, click on  next to the Print Folder icon.

New Search						
To Print Folder: Empty Add All Questions Remove All Questions						
20 results returned for:						
Subject: Writing [Subject Info] Grade: All						
	Subject	Grade	Description	Year/Block	No.	In Folder
1	Writing	4	Describe very unusual day	2002-4W5	1	<input checked="" type="checkbox"/>
2	Writing	4	Describe lunchtime	2002-4W17	1	<input type="checkbox"/>
3	Writing	4	Convince the school librarian	2002-4W21	1	<input checked="" type="checkbox"/>
4	Writing	8	Your first day as president	2002-8W4	1	<input type="checkbox"/>
5	Writing	8	Which book would you save?	2002-8W16	1	<input checked="" type="checkbox"/>
6	Writing	8	Support a school schedule	2002-8W20	1	<input type="checkbox"/>
7	Writing	12	Create a tall tale	2002-12W3	1	<input checked="" type="checkbox"/>
8	Writing	12	Which book would you save?	2002-12W14	1	<input type="checkbox"/>
9	Writing	12	Who are the heroes of today?	2002-12W20	1	<input checked="" type="checkbox"/>
10	Writing	4	Write a story about a castle	1998-4W6	1	<input type="checkbox"/>
11	Writing	4	Describe a favorite object	1998-4W17	1	<input checked="" type="checkbox"/>

Adding All Questions to the Print Folder

Clicking on the **Add All Questions** link on the **Search Results** page automatically adds all the displayed questions to the **Print Folder**.

Removing All Questions from the Print Folder

Clicking on the **Remove All Questions** link on the **Search Results** page automatically removes all selected questions from the **Print Folder**.

Printing Individual Questions Directly

Questions are displayed as links on the **Search Options** page. Clicking on a specified question (link) displays the entire question. Clicking on the **Printable Version** link takes you to a screen that has only the question and does not include the NAEP Questions Tool interface. From this page you can print using the browser's print icon.

Adding/Removing Individual Questions to/from the Print Document

You can add or remove questions you are viewing by clicking on the **Add Question/Remove Question** icon on the upper right of the screen. As you add or remove questions, the number of questions in your print folder will be automatically updated.

The screenshot shows the NAEP Questions Tool interface. At the top, there are buttons for 'New Search' and 'Previous Search Results'. On the right, it says 'Question 4 of 6'. Below this, there is a section for 'To Print Folder: Empty' with an 'Add Question' icon. The main content area shows the following information:

Subject: **Writing** [[Subject Info](#)] Grade: **4** Block: **1998-4W6** No.: **1**
 Description: **Write a story about a castle**

Below this, there are several tabs: **Question**, [Performance Data](#), [Content Classification](#), [Scoring Guide/Key](#), [Student Responses](#), and [More Data](#). A link for [Printable Version](#) is also present.

The question text is as follows:

1. One morning a child looks out the window and discovers that a huge castle has appeared overnight. The child rushes outside to the castle and hears strange sounds coming from it. Someone is living in the castle!

The castle door creaks open. The child goes in.

Write a story about who the child meets and what happens inside the castle.

Printing from the Print Folder

The selected questions are put into the **Print Folder** as one document. Clicking on the **Print Folder** link or icon brings you to a page where you have a number of options for formatting your print document. In the Print Options area, you can select items to include with your questions in the print document (for example, scoring guides/keys, performance data or content classification information). Questions are automatically selected on this page. Once you've selected what you would like to be included in your document, you can click **Assemble Document**. Note: In the print document, underlined text represents text that has been substituted for items that were originally part of a set. For the exact wording of items that were given to students, please refer to the text as represented with the tool itself.

Editing the Print Document

The order in which questions appear can be rearranged in the **EDIT** section, so that easy, medium, and hard questions are arranged in an appropriate order. For instance, a teacher might want the easier questions to appear first, followed by medium, then harder questions. A question is rearranged by selecting one question then using either the **Move Up** or **Move Down** arrows to the right to move it accordingly. The change can either be retained by clicking on **Save** or be rejected by clicking on **Restore**. You can also preview a question by clicking on the **View Question** button. A question can be deleted from your document by clicking on **Delete Question**.

Print Folder

New Search Previous Search Results

6 items

Subject: **Writing**

You have selected the questions below to be printed. You can choose the information you want included in the "Print Options" section. You can rearrange and delete questions in the "Edit Options" section. When you are ready to view the printable selection of questions, click the **SAVE** button to save your changes, then click on the **Assemble Document** button. You can then print, copy or download the document you create. **Return to this page by using your browser's back button.**

PRINT OPTIONS

<input checked="" type="checkbox"/> Questions	<input type="checkbox"/> Performance Data
<input type="checkbox"/> Scoring Guides/Keys	<input type="checkbox"/> Content Classifications
<input type="checkbox"/> Student Responses	<input type="checkbox"/> Summary Page

Assemble Document

You can delete questions, change question order, and preview any question in this section. When you are finished making your edit selections, Click the **SAVE** button to update your changes. If you have made a mistake, click **Restore** to recover the previously saved list.

EDIT OPTIONS

Select an item:

- Describe very unusual day (Grade 4 Medium)
- Convince the school librarian (Grade 4 Medium)
- Which book would you save? (Grade 8 Medium)
- Create a tall tale (Grade 12 Easy)
- Who are the heroes of today? (Grade 12 Medium)
- Describe a favorite object (Grade 4 Medium)

Move Up

Move Down

View Question

Delete Question

Save

Restore

Clicking on **Assemble Document** creates a printable file. From here, you can print using the browser's print icon or save to disk. You may also use copy/paste to import part or all of the print document into any HTML-aware editor.

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What information can I get about each question?

When you select a question to view, a screen similar to the one below will be displayed.

The screenshot shows a web interface for a question. At the top, there are buttons for 'New Search' and 'Previous Search Results', and a navigation bar indicating 'Question 10 of 20'. Below this, a folder icon is followed by 'To Print Folder: 6 items from Writing'. A purple header bar contains the text: 'Subject: Writing [Subject Info] Grade: 4 Block: 1998-4W6 No.: 1' and 'Description: Write a story about a castle'. Below the header, there are several tabs: 'Question' (selected), 'Performance Data', 'Content Classification', 'Scoring Guide/Key', 'Student Responses', and 'More Data'. A link for 'Printable Version' is also visible. The main content area displays a writing prompt: '1. One morning a child looks out the window and discovers that a huge castle has appeared overnight. The child rushes outside to the castle and hears strange sounds coming from it. Someone is living in the castle! The castle door creaks open. The child goes in. Write a story about who the child meets and what happens inside the castle.'

Information related to a selected question is available by clicking the tabs at the top of the screen. This information includes:

Question: Shows the printable version of the question. When the screen first displays, the question will display. Click on this tab to redisplay the question after another choice has been selected.

Performance Data: Shows information about how students scored on the question.

Content Classification: Shows information about how the question relates to the subject area framework. This includes a description of the *content domain*—what is being assessed—and the *cognitive skills* within that domain.

Scoring Guide/Key: Shows the scoring guide or rubric for constructed-response questions and the correct answer for multiple-choice questions.

Student Responses: Shows *actual* student responses to the question for each score level.

More Data: Displays additional data for each item, including how groups of students (gender, race/ethnicity, parents' highest level of education, type of school, region of the country, type of location, National School Lunch Program and achievement level) performed on this question. Provides a link to the NAEP Data Explorer, where you can search for more specific national and state NAEP data.

Question: When the screen first appears, the question will be displayed and the **Question** tab will be highlighted. When you are viewing related information other than the question itself, click on this tab to re-display the question.

Links within the question - The question and related graphics or text passages may not fit on the screen area without scrolling. To help you view the different parts of the question, we have added several links above the question on the right side of the screen to such content as the content **classification**.



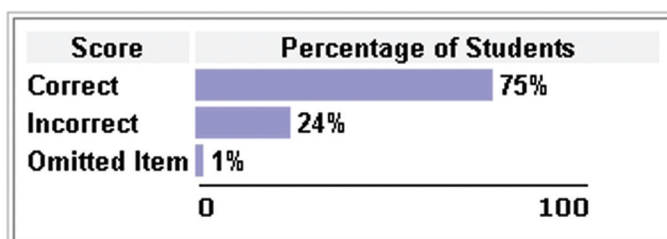
The names of the links may change depending on the type of question and the subject area. Such information as a reading passage or a map may be included in this link.

Note that the questions have been formatted to display on the screen and may not be presented in the same way as they were to the student.

Performance Data: Shows information about how students scored on the question.

For Multiple-Choice Questions: Shows the percentage of students who answered the question incorrectly or correctly, or who omitted the item.

1998 National Performance Results

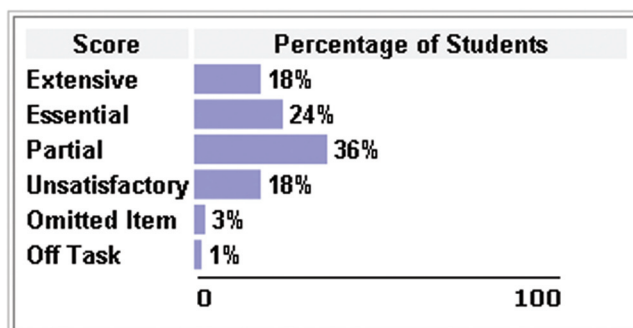


Note:

- These results are for public and nonpublic school students.
- Percentages may not add to 100 due to rounding.

For Constructed-Response Questions: Shows the percentage of students who scored at each score level, or who omitted the question or were off-task.

1998 National Performance Results



Note:

- These results are for public and nonpublic school students.
- Percentages may not add to 100 due to rounding.

The scoring criteria will vary depending on the subject and type of question. Click on **Scoring Guide/Key** to see a description of the score levels used for each question.

Content Classification: Shows information about how the question relates to the subject area framework. This includes a description of the *content domain*—what is being assessed—and the *cognitive skills* within that domain.

[Content Area](#) [Cognitive Domain](#)

Established by the Constitution Embodiment of the Principles of American Democracy?

Use the links on the upper right of the Content Classification screen to move between the sections of the screen. Note that the name of the links will vary depending on subject and question type.


For a more extensive description of the subject area you have chosen, click on **Subject Info** at the top of the screen next to the subject name.



Scoring Guide/Key: Shows information about how the question was scored.

For Multiple-Choice Questions: Shows the “key” or correct answer for the question.

Key

3. In the poem "Finding a Lucky Number," Gary Soto contrasts
- A) dogs and squirrels
 -  B) present youth and future aging
 - C) Indian summer and the coming of winter
 - D) eating candy and a healthy diet

For Constructed-Response Questions: Shows the scoring guide used to determine the score for the student's answer.

Scoring Guide

Score & Description
Evidence of Full Comprehension These responses support an opinion with a clear explanation the poem. They summarize or articulate information from the the title. Or, they indicate that the title is a bad one and offer a plausible interpretation of the poem.
Evidence of Partial or Surface Comprehension These responses support an opinion with a vague explanation

Note that the scoring criteria will vary depending on the subject and type of question.





Student Responses: Shows actual student responses to the question for each score level.

Acceptable - Student Response

6. Describe the appearance of a female blue crab that is carrying egg

The egg mass sometimes looks
a orange-brown sponge and co
up to 1 million eggs and the
has pinchers.

Use the scroll bar to move between the sections of the screen. Note that student responses are available only for constructed-response questions.

In some subjects, you will find a **Scorer's Commentary** button after the student responses. Each subject offers a different model for the scorer's commentary—some provide one for every response, others for both responses. The scorer's commentary gives you additional information on why the response received the score that it did and often refers back to the scoring guide.

More Data: Shows information about how groups of students performed on the question. This information enables you to see comparisons between the groups of students. From this screen you can also link to the NAEP Data Explorer (<http://nces.ed.gov/nationsreportcard/naepdata>).

Overall Performance											
	Unacceptable				Acceptable				Omitted		
	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)
-- TOTAL --	209	1.5	58%	1.4	243	1.7	32%	1.3	198	3.4	8%

ACHIEVEMENT LEVEL											
	Unacceptable				Acceptable				Omitted		
	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)
Advanced	----	---	18%	4.0	282	1.4	79%	3.9	----	---	3%
Proficient	250	1.2	40%	4.1	252	0.9	55%	4.0	----	---	5%
Basic	222	0.6	63%	2.8	225	1.0	29%	2.3	----	---	6%
Below Basic	181	1.2	75%	2.2	192	2.9	10%	2.2	171	3.4	13%

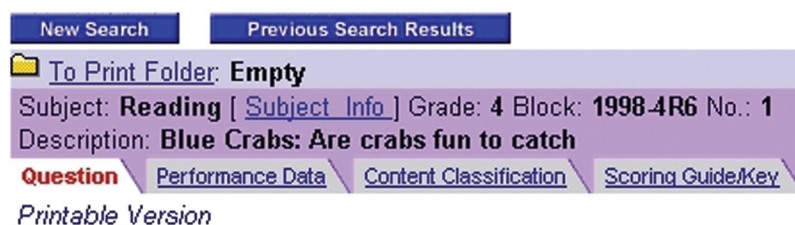
GENDER											
	Unacceptable				Acceptable				Omitted		
	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)	Row Pct. (S.E.)	Avg. Score (S.E.)
Male	207	2.5	58%	2.4	240	2.5	32%	1.9	195	5.1	9%
Female	211	1.4	59%	1.7	246	2.1	33%	1.6	203	5.5	8%

Information about the performance of the following student groups is included on the More Data screen:

- Gender
- Race/Ethnicity
- Parents' Highest Level of Education
- Type of School
- Region of the Country
- Type of Location
- National School Lunch Program
- Achievement Level

Where can I find more information about the subjects NAEP assesses?

You can find information about each subject by clicking on Subject Info at the top of the screen next to the subject name.



This leads you to more detailed information about NAEP procedures, including a description of frameworks, assessment instruments, scoring, school and student samples for that subject, NAEP reports, and interpreting NAEP results.

You can find even more information about each subject by choosing a subject on the NAEP home page.

Additional Help

For more help with features on the NAEP website, click **Help** in the banner.

For additional help, write to us via **Contact Us**, or e-mail Sherran.Osborne@ed.gov.





NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

2007 Operational Tests

Mathematics and Reading

Information About National Assessment of Educational Progress

PROJECT MISSION. NAEP is administered by the U.S. Department of Education to report on the achievement of American students in key academic subjects. For more information about the NAEP program, visit the NAEP web site at <http://nces.ed.gov/nationsreportcard> or call 202-502-7420.

PARTICIPATION. States and districts that receive Title I funds are required to participate in biennial NAEP reading and mathematics assessments at grades 4 and 8. Teacher and student participation is always voluntary. Contact your school's NAEP coordinator for more information.

NAEP CONTENT. The National Assessment Governing Board (NAGB) develops frameworks detailing what students reasonably might be expected to know and do for each subject assessed by NAEP. For additional information on framework development, see the NAGB web site at <http://nagb.org>.

SAMPLE NAEP QUESTIONS. For each assessment, some of the test questions, along with performance data, are made available to the public to provide concrete samples of NAEP contents and results. For every assessment, NAEP distributes to participating schools sample questions booklets that provide more detailed information about the assessment design and questions. Released questions and student performance data may be viewed on and downloaded from the NCES web site at <http://nces.ed.gov/nationsreportcard/itmrls>.

SECURE NAEP QUESTIONS. On written request, adults may review NAEP questions and instruments still in use. These arrangements must be made in advance, and persons reviewing the assessment may not remove the booklets from the room, copy them, or take notes. Contact your school's NAEP coordinator for more information.

NAEP REPORTS. NAEP publications can be searched and downloaded from the NAEP web site at <http://nces.ed.gov/nationsreportcard>.

FOR FURTHER INFORMATION. For prompt field staff support on these or other matters, call the NAEP Help Desk at 800-283-6237.

The work reported herein was supported under the National Assessment of Educational Progress (ED-02-E-0015) as administered by the National Center for Education Statistics, in the U.S. Department of Education.

